

Monday, February 27, 2023 at 7:00 p.m.

Questions? Pls use the link in the chat.

Land Acknowledgement

We affirm that we are all treaty people and acknowledge that the York Region District School Board is located on the lands of two treaties. These treaties have been signed with the Mississaugas of the Credit First Nation and the First Nations of the Williams Treaties who are: the Mississaugas of Alderville, Curve Lake, Hiawatha, Scugog Island; and the Chippewas of Beausoleil, Rama, and Georgina Island who is our closest neighbour and partner in education. To honour this agreement we will take up our responsibility to be respectful of their traditions, knowledge and inherent rights as sovereign nations. We will respect their relationship with these lands and recognize that our connection to this land is through the continued relationship with these First Nations, and we acknowledge our shared responsibility to respect and care for the land and waters for future generations.







Agenda

- 1. Welcome
- 2. Updates from USAC 5 min
- 3. School Council 10 min
- 4. ADMIN Updates 5 min
- 5. Subject Presentations:
 - * Library Ms. Hawkins 5 min
 - * English Mr. Teitel 5 min
- 6. The Gift of Learning Stress and Our Kids Senait Litchmore
- 7. Other





Updates from USAC

Ms. Faulkner, William Zhang and Tonia Hong

School Council Forum

February 16, 2023

ABCs of Mental Health

- https://www2.yrdsb.ca/student-support/mental-health/abcs-mental-health/
- There are things that we can all do to benefit mental health:
 - Exercise and eat healthy.
 - Maintain good sleep habits.
 - Practice gratitude and mindfulness.
 - Encourage daily face to face time with family and friends.

Providing Support

- Speak to the staff at your child's school. They may be able to connect your child with:
 - School guidance counsellors (in secondary schools), social workers or psychologists.

• Community agencies that have formal partnership agreements with the school board to serve the diverse needs of our students.

Strategies for Supporting Mental Health

- **Gratitude:** One helpful activity for families and students to engage in is a gratitude practice. This can be done by creating a gratitude jar in your home and having family members contribute items, or write down experiences they have enjoyed.
- **Colouring:** While it can be more difficult to stay engaged in activities through the winter months, mandala colouring has been shown to help decrease stress and anxiety and improve mindfulness (being aware of our thoughts).

Strategies for Supporting Mental Health

- **Movement:** Encouraging your child(ren) to move their body and get some fresh air.
- Connection: Staying connected to family, friends and community are also a great way to support Mental Health.

Parent Engagement

"No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school."

Streaming & De-Streaming

- Creating long-term student groups based on perceptions of ability or separating students into different course types such as Academic, Applied and Locally Developed.
- Ontario only province that had streaming for English, Science, Geography, History and French in Grade 9.
- Grade 8 is very early to decide if one should stream so by de-streaming it gives families more time to understand pathways and keep options open.

Streaming & De-Streaming

- Research shows that de-streaming results in better outcomes for all students and particularly for those who are from marginalized communities.
- Province wide Applied courses no longer being offered in Grade 9.
- Grade 9 English, French & Geography are only offered as Academic courses (Applied courses not offered).
- Grade 9 Math & Science are offered as de-streamed courses. Academic and Applied not being offered.

Streaming & De-Streaming

- Sept 2023, Grade 9 English will be a Destreamed course. Academic and Applied will not be offered.
- In York Region, Grade 10 History & Grade 10 Math are offered as Academic. Applied will not be offered.
- Locally Developed courses may be offered at Gr 9 & 10, helps support students who have not demonstrated achievement of curriculum expectations in Grade 7 & 8.
- How does this affect teachers?



ADMIN Updates

- Welcome back Suelyn Cheong
- Course selection process
- Interim report distribution begins
 Friday, March 24
- Parent/Guardian-Teacher
 Interviews take place on
 Wednesday, March 29

UHS Library Learning Commons

2022-2023

Subject Presentation - Library by Stephanie

Hawkins



-NBE3U/C/E

to replace ENG3U/C/E in 2023





FOSTER

Well-Being and Mental Health

We create safe, healthy and inclusive learning and working environments.



We develop the knowledge, skills and attitudes to remove barriers in support of all learners.





BUILD

Collaborative Relationships

We build trusting relationships based on respectful and responsive communication.

EMPOWER Ethical Leadership

We lead ethically by focusing on students and upholding our values.



Why shift from ENG3U/C/E to NBE3U/C/E?

- Aligns with YRDSB's <u>Director's</u> Action Plan:
 - Goal: Build Understanding of Anti-Oppression, Culturally Relevant and Responsive Pedagogy and the Ongoing Impact of Colonialism.
- Follows the calls to action by the Truth and Reconciliation Commission
- Many boards across Ontario have already shifted or are in the process

NBE3U/C/E Course Description



This course **explores** the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also **examines the perspectives and influence of texts that relate to those cultures.**

This course fulfills the OSSD grade 11 English requirement and is intended to prepare students for the compulsory Grade 12 English course.

Ontario Curriculum Document

Curriculum Comparison

NBE Strands

A. First Nations, Métis and Inuit Perspectives and Text Forms in Canada (Identity, Relationships, Self-Governance, Challenges)

- B. Oral Communication
- C. Reading and Literature Studies
- D. Writing
- E. Media Studies

ENG Strands

- A. Oral Communication
- B. Reading and Literature Studies
- C. Writing
- D. Media Studies

English: NBE₃U

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course. Prerequisite: English, Grade 10, Academic

English: ENG3U

This course emphasizes the development of literacy, communication, and critical and

creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university

or college preparation course.

Academic

Prerequisite: English, Grade 10,



What to expect in NBE3U/C/E:

- We will explore how to engage with texts critically and responsibly, while following appropriate cultural protocols.
- We will explore cultural text forms such as: clothing and regalia, stories, songs, music, dances, and cultural practices. These text forms embody social and cultural meanings in relation to their use in contemporary & historical contexts.
- We are still learning to read, write, speak, & evaluate media texts.

Questions & Answers



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What sorts of assessments & evaluations will we do in NBE3U/C/E?



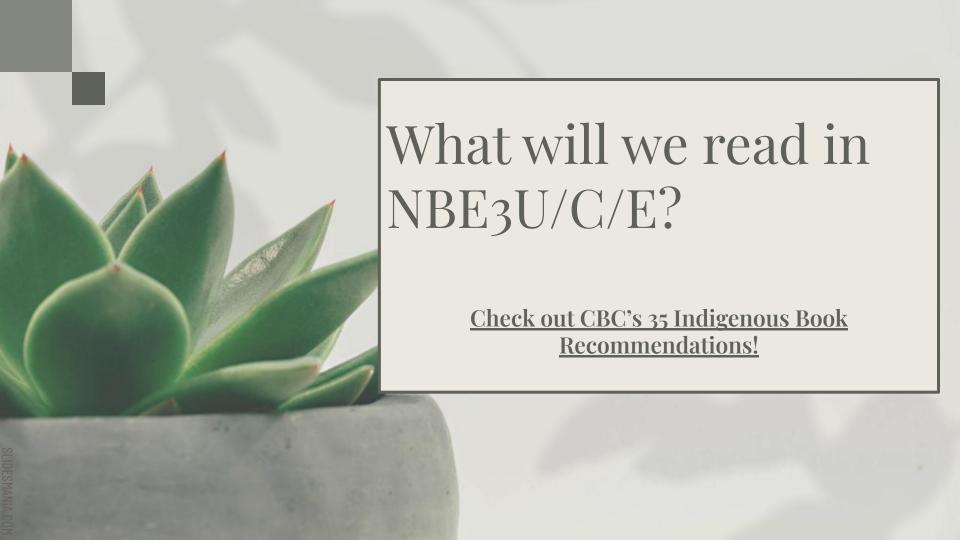
Assessment & Evaluation

Knowledge | Thinking | Communication | Application

This course is still taught as an English course. Therefore, you may be evaluated through essay writing, creative projects, oral presentations, and media analysis.

We will continue to triangulate our assessment & evaluation practices to track learning outcomes through observations, conversations, & products.







Have other schools replaced ENG3U/C/E with NBE3U/C/E? How did it go?



YRDSB Student Voice

Student 1.

"I have learned about the individuality between the different groups and how we can't just classify all these groups together because of all the different customs they have. I have learned more about FNMI in this course than maybe my whole life, and I like that we can learn this side of English as well."

Student 2.

"I'm excited to continue learning about these issues and ways to help solve them."

"It has changed my perspective of how I view the world in a lot of ways (I mean this with true and full honesty)."

Student 3.

"Here in Canada, there are a different set of values, and I always felt a bit lost when it came to how to perceive the world around me, especially having a Canadian father and a Japanese mother. Learning about the Indigenous values, and their stories has given me even further insight, and has drastically changed me."

Still have questions?

Guidance Dept.

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English Dept.

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Stress & Teens

Senait Litchmore

Registered Psychotherapist



Goals of Today's Workshop

Why are Teens so stressed?

How can I help my Teen?

O3 Long-term strategies

Goals of Today's Workshop

Why are Teens so stressed?

How can I help my Teen?

O3 Long-term strategies

Why is my Teen so stressed?

Common Teen Stressors



Peer Relationships



Academic

Expectations



Conflict within the home



Parental Relationships

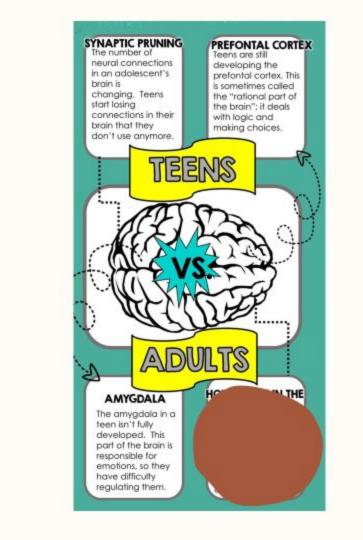


Physical changess

Susceptibility to Stress

- Personality
- Physiology
- Life Experiences





You are a good parent.

Emotional Signs of Stress













Low self-esteem

- O Social Media
- (1) Information Overload
- O3 Parenting Style

New Stressors

Social Media

Social Media Is a tool for connection, but it can be misused, overused and replace developmentally necessary activities



Benefits

- Stay connected to friends
- Entertainment
- Meet new people with shared interest
- Share creativity with others
- Exploring and expressing themselves



Risks

- Exposure to harmful or inappropriate content, dangerous people
- Cyber bullying
- Poor social/communication skills
- Oversharing personal information
- Increased feelings of depression, anxiety, poor body image and loneliness
- Interference with sleep, exercise, homework or family activities



Solutions?

- Limit your personal phone use
- Nurture their interests
- Strengthen their in-person relationships
- Create phone limits for the entire family
- Nurture your relationship with your Teen
- Teach them tips to be safe while using Social Media

Information Overload



Parenting Style

- Parents are overwhelmed with information on how to parent, leaving parents anxious and overwhelmed
- Parents are over-parenting and Teens are doing less, therefore not developing necessary skills to cope with life's challenges

HOW DO WE CONTRIBUTE TO OUR CHILD'S STRESS?

Shame

How Teens Experience Shame:

- Punishment
- Humiliation
- Making Assumptions
- Criticism
- Judgement
- Emotionally Distant
- Negative Labels

How to counter shame:

Punishment Separate problem from Teen
Humiliation Kindness
Making Assumptions Curiosity
Criticism Gentle Start-Up
Emotionally Distant Emotionally Close
Negative Labels Growth Mindset
Rigidity Flexibility

- Attachment
- 02 Body Care
- O3 Parenting Style

Protective Factors

CONNECTION OVER CORRECTION

ATTACHMENT

- The relationship with your teen is the most important relationship they will ever have
- Nurture strong relationships around them
- Your child needs your unconditional support, love and nurturing care

BODY CARE

- SLEEP
- PLAY
- Nutrition
- Deep Breathing
- Physical activity

PARENTING

- You cannot give your child what you don't have
- Notice and validate emotions, don't rescue
- Build their self-esteem
- Praise who they are, not what they do
- Repair, Repair, Repair
- Respect

Book Recommendation

How to Talk So Teens Will Listen and Listen So Teens Talk

The Teenage Brain: A Neuroscientist's Survival Guide to Raising Adolescents and Young Adults

Brainstorm: The Power and Purpose of the Teenage Brain

The Gifts of Imperfect Parenting: Raising Children with Courage, Compassion & Connection

The Conscious Parent: Transforming Ourselves, Empowering Our Children

Good Inside: A Practical Guide to Becoming the Parent You Want To Be



Upcoming School Council Meetings

Monday, April 24, 2023 - School Council Meeting #6